

## Comprehensive Progress Report

**Mission:**

MILA provides for the education of our diverse community by cultivating a nurturing environment focused on active learning and character development.

**Vision:**

Mountain Island Lake Academy's vision is to provide an optimal learning environment to best prepare students to become productive participants in an increasingly diverse global community.

**Goals:**

Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

Goal 2: The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 3.8% in SY2021-22 to 15.9% in SY2022-23 and 28% in SY2023-24.

Goal 1: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 22.4% in SY2021-22 to 29.8% in SY2022-23 and 50% in SY2023-24.

Goal 3: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

Goal 4: The percent of students reporting a positive self-perception of their self-efficacy, will increase from 54% (grades 3-5) and 44% (grades 6-8) for self-efficacy on the Fall 2021 Panorama Screener to 61% (grades 3-5) and 49% (grades 6-8) for self-efficacy in SY2022-23 and 68% (grades 3-5), 54% (grades 6-8) for self-efficacy in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Goal 5: If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 25.6% in SY2021-22 to 12.2% in SY2022-23 and 7.2% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Currently at Mountain Island Lake Academy teachers have classroom expectations posted as well as school-wide expectations, the MILA's WAY (Make Wise Choices, Institute safety, Lift others up, and Aspire to achieve). Teachers are teaching SEL lesson on character traits, such as, respect, kindness, and anti-bullying. In grades K-2 a clip system is being used to reinforce behavior expectations. (Goal 4)	Limited Development 09/15/2022		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		When this objective is fully met it will be evident upon entering a classroom that there are expectations and produres for students to follow during the duration of class. Teachers will refer to posted expectations as needed to redirect students. Students have knowledge of the student code of conduct and MILA's Way. Students will continue to receive SEL lessons that stress the importance of good character traits. During classroom walk-throughs the administration team will look for and note evidence of clear classroom expectations and procedures. Restorative circles will be held for students that choose to not follow the classroom or school-wide expectations. School-wide expectations and a behavior flow chart will be posted throughout the school and reinforced by all staff members. Students will be celebrated or praised for following classroom and school-wide expectations.		<b>Tonya Reed (9/2022)</b>	<b>06/14/2024</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	9/13/23	Teachers will be trained on the behavior matrix and MILA way, including how to write and submit referrals in Educators Handbook. (FAM-S 30)		Smart	02/28/2024
<b>Notes:</b>					
	9/13/23	Student Services will review student attendance, behavior, and academic performance and identify internal and external resources for support(FAM-S 3)		Parker	06/14/2024
<b>Notes:</b> SS PLC					

9/15/22	Teachers will receive professional development on Social emotional learning for Caring Schools and 7 Mindsets. (FAM-S 31)		McDuffie, Parker	06/14/2024
<i>Notes:</i>				
9/15/22	A and A/B Honor roll celebrations will occur quarterly for qualifying students. (FAM-S 3)		McDuffie, Reed, Parker, Smart, and Presson	06/14/2024
<i>Notes:</i> Behavior celebrations will occur quarterly for all grade levels.				
9/13/23	Teachers will include SEL lesson plans during weekly planning and implement SEL plans daily. (FAM-S 31)		McDuffie, Parker	06/14/2024
<i>Notes:</i>				
<b>Implementation:</b>		07/14/2023		
<b>Evidence</b>	7/13/2023 Training was provided by team trained during the 1st week of teacher PD.			
<b>Experience</b>	7/13/2023 The school undertook Caring Schools and 7 Mindsets training and provided training during PLCs for teachers to implement during SEL time.			
<b>Sustainability</b>	7/13/2023 We will need to monitor the implementation process more consistently.			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

As of June 2023, our goal of increasing Math 8 CCR from 3.8% to 15.9% and 3rd grade ELA from 22.4% to 29.8% were not met. Our preliminary data shows our students grew this school year in reading for 4th and 7th grade (10.2% and 16.5), 5th grade science (9.1%) and math 4, 7, and Math 1 (11.6%, 4.2%, and 2.9%), but our we decreased in key areas such as reading 3, 5, 6, and 8 (11.6%, 3.6%, 20.3%, and 4.1% and math 3, 4 6, 8 (11.6%, 3.8%, 11.9%, and 4.1%) . We will await the EVAAS data to glean a clearer picture of individual teacher success in these areas, but as a school, we did not meet our goals. However, our Math 8 CCR did increase 3.8% to 4.1%. Success aligned to this indicator includes weekly walkthrough and monthly support from New Teacher Institute which provided targeted and intentional support for the 8th grade teacher. We reflect on the indicators for success and revise as needed, in and effort to provide academic stability for the core of ELA and math. This year we scheduled AE after first block in the middle school and during the day for elementary students. This strategically placed teachers with students based on academic needs, giving them an enrichment or remediation experience. Our PLC's met at least twice a week throughout the school year led by a facilitator in K-8 and district support for literacy. They created meaningful plans of action including targeted interventions to provide enrichment and remediation as appropriate. Challenges to meeting our 23-24 goals aligned to this indicator include teacher absences and vacancies which is an area to improve across the board. In addition, administrators spent time addressing disciplines issues resulting in less time providing instructional support, observation, and feedback. Opportunities that exist to address these challenges include creating walkthrough form, scheduling, implementing strategies from UnBound Ed and Relay, and a better implementation of walkthroughs moving into the 23-24 school year. We must develop and utilize a common walkthrough tool and language and share it with teachers. We must develop a better system in place to monitor AE and the tools we use for intervention.

Limited Development  
09/12/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>At Mountain Island Lake Academy, grades K-5 has a 45 mins. instructional planning period each week. Grades 6-8 has 55 mins. of instructional planning. Prior to PLC planning sessions, each grade team leads are responsible for sending out an agenda and minutes are recorded during the actual meeting in a Google doc and shared with all team members and administrators. Teachers are required to bring the necessary materials with them to planning to assist with unpacking and discussing the standards. These materials include the Common Core State Standards, lesson plans, math instructional calendars, common assessments from task with rubrics, technology, data, and any other additional curriculum resources that would assist in the delivery of the standards. All members of the administrative team and teacher leaders meet weekly with PLCs and provide coaching and feedback sessions for each teacher on their caseload. Teachers use district and school data to guide instruction and use formative assessments to measure mastery using grade-level specific interventions and curriculum. Evidence that this objective is fully met would include student data from formal and informal assessments through the use of Mastery Connect, lesson plans, copies of weekly agendas and minutes, teachers' individual data, student work samples, walk-through data and observations.</p>			<b>Natasha Ridge (9/2022)</b>	<b>06/14/2024</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
8/14/23	Create a data calendar that supports data analysis protocol for PLCs to analyze and review attendance, behavior and common assessment data (3rd grade ELA, 8th grade Math, EVAAS).			Tonya Reed (9/2022)	02/22/2024
<i>Notes:</i>					
8/14/23	Create additional academic positions to support Kindergarten ELA, 3rd grade ELA, 8th grade ELA. (Title 1, EVAAS, 3rd grade ELA)			Erica Gipson (9/2022)	02/22/2024
<i>Notes:</i>					
9/13/22	The Administrative team and Instructional Leadership Team will implement and use the Get Better Faster Framework/Relay to provide coaching and feedback with ongoing professional development to ensure internalization and alignment of the NC Standards Course of Studies and Provisional Curriculums (3rd grade, EVAAS, 8th grade math).			Natasha Ridge, Catherine Presson	06/14/2024
<i>Notes:</i>					

9/14/22	Teachers will consistently implement and utilize NC Standard Course of Study aligned resources, the Provisional Curriculums and GLEAM (grade level, engaging, affirming, meaningful) to provide grade level and small group aligned instruction for all students (3rd grade ELA, EVAAS, 8th grade math).		Natasha Ridge and Catherine Presson	06/14/2024
<i>Notes:</i>				
9/14/22	Teachers and staff will use informal and formal student data to create independent/small group plans, behavior plans, and attendance plans (FAM-S 29, EVAAS, 3rd grade ELA, 8th grade Math)		Tonya Reed, Erica Gipson	06/14/2024
<i>Notes:</i>				
<b>Implementation:</b>		07/14/2023		
<b>Evidence</b>	7/13/2023 100% Lesson plans and PLC agendas and minutes will reflect the use of standards and data to drive instructional decisions.			
<b>Experience</b>	7/13/2023 Facilitators, including MTSS and reading intervention worked with teacher teams to create and plan standards aligned lessons weekly during planning meetings. This included support from district level liaisons such as curriculum specialists and district support.			
<b>Sustainability</b>	7/13/2023 Monitoring this process and training all teachers on the progress monitoring through MTSS protocols and process.			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Based on unofficial EOG data, we did not achieve the goals as outlined. In 8th grade math, we achieved 4.1% CCR (up from 3.8% in 2022) and 53% grades 3-5 and 42% grades 6-8 of our students reported strong self-efficacy (up from 52% in grades 3-5 and no change in grades 6-8 in Fall 2022). Through district funding, we were able to hire one MTSS interventionist to help us implement a tiered instructional system to help us address the unique needs of our students. Our goals were to improve 8th grade Math CCR to 15.9%, ensure all teachers meet or exceed expected growth, and 54% of our students report positive self-efficacy. We are awaiting fall EVAAS data to determine teacher growth metrics for this year. This year, we strategically scheduled students in Academic Enrichment to ensure interventions for students in need of more time to master ELA or math content. All students were scheduled and received intervention 45 minutes daily for five days per week. Teachers worked to pre-teach and reteach skills as well as provide personalized digital instruction using I-ready and DreamBox. Students received recognition for completion of their interventions and the school was recognized by the district for having among the highest completion rates. Our 8th grade math teacher was visited consistently by the NWLC and school leadership and given feedback on the teacher/student practices observed. Feedback was offered to individuals as well as collectively to improve the impact on student learning. We emphasized the importance of MAP assessments and met with students to help set goals and set an expectation for grade level performance. Those who showed significant growth between administrations (10+ points). Our challenges have been strengthening the core instruction. We noticed in Math, the current iteration of Open Up Resources is not meeting the needs of all of our students and, in 8th grade, there is limited evidence that any group's needs are being met. There is an opportunity for us to exercise more discretion in teaching math using data and manipulatives which aligns to the EOG from the Mastery Connect platform. Making this change to a more data rich/student focused culture will support strong improvement. With self-efficacy, we have lessons from Branching Minds and Caring Schools that address the CASEL components, but SEL lessons are not implemented with consistency or daily in all grade levels. For next year, we need to adjust the expectations for SEL skill implementation so that all teachers are well versed in the emphasis of skills.

Limited Development  
09/12/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	When this objective is fully met, teachers will implement small group instruction based on classroom assessments' data, MAP data, and Dibels as well as formal and informal assessments to identify the appropriate tier level for each student. Classroom teachers will use the Standard Treatment Protocol that is provided by the school district to determine which intervention to implement with their students. Stakeholders in the school and community will continue to support each other to ensure every student has the opportunity to progress towards mastery academically.			<b>Tonya Reed (9/2022)</b>	<b>06/14/2024</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
9/14/22	MTSS Interventionist will meet with grade level teachers to identify students that qualify for supplemental instruction and do fidelity checks on progress monitoring. ( 3rd grade students ELA, 8th grade Math, and EVAAS)			Tonya Reed (9/2022)	02/22/2024
<i>Notes:</i> Beginning in October 2023					
8/23/23	Establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goals EVAAS and FAM-S 3)			Tonya Reed (9/2022)	02/22/2024
<i>Notes:</i>					
9/20/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s), Implementation of the One-to-One initiative with access to increase student access to instructional resources and tutoring after school hours and Implementation of a STP/purchased intervention to increase overall performance of Students with disabilities. ( 3rd grade ELA and 8th grade math)			Erica Gipson (9/2022)	06/14/2024
<i>Notes:</i>					
10/7/22	The multi-tiered systems of support team PLC will meet once per week to monitor and ensure all students requiring behavior and academic interventions will have behavior plans and personalized learning plans. (Goals 3rd grade ELA and 8th grade Math)			Tonya Reed (9/2022)	06/14/2024
<i>Notes:</i>					



	10/7/22	During WIN (What I Need) time teachers will provide support and interventions based upon students' data. ( 3rd grade ELA, 8th Math, EVAAS)		Tonya Reed (9/2022)	06/14/2024
<i>Notes:</i>					
<b>Implementation:</b>			07/14/2023		
	<b>Evidence</b>	7/13/2023 Improved student achievement and growth for all students and especially students initially identified as tier 2 and tier 3			
	<b>Experience</b>	7/13/2023 Daily monitoring of literacy instruction and progress monitoring for students in tier 2 and tier 3			
	<b>Sustainability</b>	7/13/2023 Maintaining the MTSS Interventionist position and providing dedicated time in the master schedule for observation and feedback to take place			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>As of June 2023, we decreased overall suspensions by 9.04%. However, our disproportionality did not decrease but increased from 25.4% to 29% in June 2023. We did decrease the overall numbers and percentages of students overall who received an OSS suspension by ensuring restorative practices were provided and multiple interventions prior to rendering a consequence of OSS. According to Spring 2023 Panorama data, 53% grades 3-5 and 42% grades 6-8 of students reported positive self efficacy (down from 54% and 42% in Fall 2021), 86% grades 3-5 and 83% reported positive supporting relationships ( no change from Fall 2021). This year, in-school suspension was decreased for African American students from 80% to 74%. Successes aligned to this indicator include restorative practices, ensuring students had a trusted adult to rely upon, and the utilization of a completed curriculum this year by all SEL teachers at the beginning of each day. We provided professional development for our staff about SEL lessons and set an expectation for implementation. Challenges aligned to this indicator include consistent monitoring of SEL implementation. We visited SEL class infrequently and with less descript focus than with core classes. Also, we did not do well with thoroughly monitoring SEL lessons and we need to address this year. Next year, with MTSS and behavior/SEL, we have an opportunity to refine our systems and begin the year with a stronger foundation with SEL. There is an opportunity for us to engage students more in dialogue that supports responsible decision-making and conflict resolution. Engaging students through clubs and extracurricular organizations will help add meaning to the school experience for students. Also, publishing and setting a vision for SEL implementation, including a common language, across all classes will help us better influence social emotional learning for students.</p>	<p>Limited Development 09/14/2022</p>		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>When this objective is fully implemented, there will be evidence of a decrease in classroom referrals and an increase on the Panorama survey in the domain of focus (self efficacy). Scholars will have an adult advocate on campus in which he/she is able to reach out as needed. Through the Caring Schools curriculum, teachers provide guided lessons on the topic/focus for the week. Counselors will consistently provide guidance lessons to all grade levels and incorporate the health, social, and emotional well being of our scholars. There will be a consistency with morning meetings (K-5) and advisory time (6-8) with the intent to meet the SEL needs of students. Restorative practices will be implemented to support students' SEL needs. Grade level celebrations of students that make good choices by following the school-wide MILA Way expectations. Middle school students will partner with elementary students to support school-wide academic and social growth efforts.</p>			<b>Erica Gipson (9/2022)</b>	<b>06/14/2024</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
9/14/22	Quarterly behavior celebrations for students that have evidence of following the MILA's Way expectations. (Self-efficacy, OSS and EVAAS)			Brittany Smart	02/28/2024
<i>Notes:</i>					
9/14/22	Provide teacher PD, student assemblies, and explicit classroom instruction within the first two weeks of school to communicate consistent expectations around the school-wide behavior matrix. (SEL, OSS, EVAAS, and FAM-S 30)			Erica Gipson (9/2022)	02/28/2024
<i>Notes:</i>					
9/29/23	An attendance challenge will take place each month. The challenge is to encourage students to attend school daily. Families will complete an attendance pledge. Students who attend school each day throughout the month will have their names entered for a prize. (FAM-S 30)  Attendance plan: <a href="https://bit.ly/48wogRQ">https://bit.ly/48wogRQ</a>			Erica Gipson (9/2022)	06/14/2024
<i>Notes:</i>					
9/14/22	Provide Social Emotional Learning planning time for PLCs quarterly so teams can review Panorama data and develop lessons utilizing provisioned district curriculum and the Panorama Playbook. (Social Emotional Learning and FAM-S 31)			McDuffie and Parker	06/14/2024

<i>Notes:</i> Implementation of the curriculum will be monitored and the outcome of the implementation.				
9/14/22	Students will take Panorama surveys twice a year to provide evidence of progress towards an increase in students self efficacy. (self-efficacy)		Natasha Ridge (9/2022)	06/14/2024
<i>Notes:</i> Surveys may be given more frequently as needed.				
<b>Implementation:</b>		07/14/2023		
<b>Evidence</b>	7/13/2023 Weekly meetings of boys and girls mentoring groups with a prescribed currently and improved numbers on the panarama survey for social and emotional growth.			
<b>Experience</b>	7/13/2023 This objective will allow us to gauge the social and emotional needs of our students and provide the appropriate supports and interventions for each individual student.			
<b>Sustainability</b>	7/13/2023 Students investing in the process and continued partnership with community groups to provide support.			

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As of June 2023, we have partially met this objective. Beginning in February, we met with all of our major high school feeder schools and provided information about our rising 8th grade students to provide information about schedules, electives, class options, and athletics. We had counselors and students from Harding dance, band, and cheer and Hopewell student athletes and to provide tutoring and performances so students could see the connection between academics and social activities. We conducted two Kindergarten Beginners' Days and provided an extensive promotion ceremony for Pre-K, Kindergarten, 5th grade, and 8th grade. We invited parents to each so they could visit the school and see future programming. Our feeder high schools visited ARMS and provided eighth grade students' information about schedules, electives, class options and athletics. Challenges we face with this goal are parent participation and a way to show off our school for parents to see ahead of time before their children attend. For the 23-24 school year, opportunities that exist for the next school year include early communication with childcare centers in the area, recruitment nights at neighborhood clubhouses, providing our students the opportunity to visit the high schools . We have to make sure all stakeholders are involved in this planning to produce a successful transition from elementary to middle to high school in order to achieve success with our programs.</p>		Limited Development 09/15/2022		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>This goal will be fully met when 50% percent of all students in grades 3-8 show an increase of grade level standards. This will be determined based on classroom assessment data and MAP data from the fall to the Spring of a school year. Teachers will use research based interventions to support students with making progress towards grade level mastery. Teachers will understand the correlation of standards from grade level to grade level.</p>			Erica Gipson (9/2022)	06/14/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/15/22	A district level MAP expertise will provide professional development to all teachers on how to analyze MAP data and provide methods to use to support students with meeting their goals.(EVAAS)		Brittany Smart	02/28/2024
<i>Notes:</i>					

10/7/22	Grade-level PLC will meet twice per week for planning and data review to drive instruction. Special area teachers and MS elective teachers will also meet twice per week to collaborate across disciplines and provide enrichment and extension to the grade level objectives taught in core. (3rd grade ELA, 8th grade math, and EVAAS)		Erica Gipson (9/2022)	06/14/2024
<i>Notes:</i>				
10/7/22	Develop a standard planning template to be used across all grades that includes pacing review, unpacking of the standards and objectives, implementation of caring schools curriculum, engagement and differentiation strategies, and questions for the lesson.(3rd grade, 8th grade, and EVAAS)		Erica Gipson (9/2022)	06/14/2024
<i>Notes:</i>				
<b>Implementation:</b>		07/18/2023		
<b>Evidence</b>	7/13/2023 Student achievement outcomes increased for all students and particularly targeted subgroups of black and brown students.			
<b>Experience</b>	7/13/2023 All teachers and staff understand their role in student achievement and success			
<b>Sustainability</b>	7/13/2023 Planning schedule and universal planning document tied to standards aligned instruction and assessment			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently at Mountain Island Lake Academy there is an administrative team that consist of the Prinicipal, Dean of Students, MTSS Interventionist, Literacy Facilitator, Master Math Teacher, and Student Services. During our meetings we discuss teacher support or effectiveness, school operations, and identified students' priorities for success.	Limited Development 09/15/2022		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		This objective will be fully meet when the administrative team is operating on a schedule that allows them to complete classroom walkthroughs, provide teachers with feedback, and attend PLC's regularly. Instructional practices, student data, and progress toward school improvement goals are evident. There is a noticeable change in teacher practice and student achievement.		Erica Gipson (9/2022)	06/14/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/15/22	Establish clear roles and responsibilities for the administrative team to support teachers and students. (3rd grade ELA, 8th grade math, EVAAS)		Gipson	06/14/2024
<i>Notes:</i>					
<b>Implementation:</b>			07/14/2023		
<i>Evidence</i>	7/13/2023	Increased student achievement outcomes.			
<i>Experience</i>	7/13/2023	\Clearly defined roles and responsibilities for operational and instructional processes			
<i>Sustainability</i>	7/13/2023	Protected instructional time and observation and feedback time.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There is a an established time for PLC's for each grade level to meet with facilitators, master math teacher and MTSS interventionist. Team leads are in place for all grade levels. Team leads provide guidance for their team with meeting deadlines and with instructional support. Grade levels K-5 have 45 min. planning time and grade levels 6-8 have 55 min. planning time. Long-range planning occurs quarterly.	Limited Development 09/15/2022		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		At full implementation, grade level teams will meet twice a week, one day for instructional planning and the second day for data/MTSS analysis/planning. Team leads will submit the grade level weekly agendas and the administrative team will address any concerns of the grade level team. The support staff (EC, ML, counselors) have an established schedule to support students with small group instruction to meet their needs.		Erica Gipson (9/2022)	06/14/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/16/22	The leadership team will collect meeting agendas electronically and review weekly for feedback.(FAM-S 3)		Gipson, Mills, Ridge, Harmon, Smart and Reed	06/14/2024
		<i>Notes:</i> Instructional teams will be provided with the supports that they need for classroom instruction.			
	9/16/22	Content area teams will meet during required teacher workdays.(FAM-S 3)		Harmon, Mills, Ridge, Presson, Smart, Gipson	06/14/2024
		<i>Notes:</i> Content Teams may meet more frequently if needed.			
<b>Implementation:</b>			07/14/2023		
<i>Evidence</i>		7/13/2023 Lesson plans, PLC meeting agendas and minutes			
<i>Experience</i>		7/13/2023 Instructional teams meet 3-4 times weekly to prepare lesson plans, activities, and review data			



<b>Sustainability</b>	7/13/2023 Lesson plan protocols, consistent monitoring of instructional practices aligned to standards based instruction.			
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	As of June 2023, we have not met our goal for this indicator. Based on the Insight survey and our inability to complete observations by the required district timeline, we were not successfully in meeting this goal. Based on teacher responses, 24 % of our staff believe that when they get observed, they get feedback that gives specific actions to improve their teaching and only 37% believe they get enough feedback on their instructional practice to know what and how their instructional practices can improve. This year we conducted weekly walkthroughs with the NWLC, but the implantation process and accountability to the improvement of instruction did not receive the urgency necessary to change instructional practices. While we did discuss the visits as a team; we did not make the appropriate instructional moves and/or plans for supporting specific teams/teachers. Using data from MAP assessments, benchmarks, and weekly assessments, we will be able to see the changes in student performance in order to diagnose the impact specific strategies have on our students' learning. We struggle with completion of the Core Action Walkthroughs as an ILT and need to do better with keeping that time sacred. There are opportunities for us to add designated time for discussion of classroom walkthroughs and pre-scheduling visits so that more of our time is spent improving teacher and student performance.	Limited Development 09/14/2022		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	For this objective to be fully met, the leadership team will continue to meet on a weekly basis to discuss teacher performance. Teachers' data will be collected through both formal and informal walkthroughs aswell as formal and informal assessments. The leadership team willcontinue to use the, "Get Better Faster" as a resource to effectivelycoach teachers depending on their needs. The leadership team will provide feedback. We will utilize our high performing teachers as a way to support teachers by using them to model lessons and give feedback to their colleagues. Administration will provide time for teachers to meet and discuss different teaching strategies, reflect, as well as share resources.		<b>Erica Gipson (9/2022)</b>	<b>06/14/2024</b>
<b>Actions</b>		<b>0 of 5 (0%)</b>		
8/14/23	Create and monitor a walk through calendar that will be utilized by Instructional Leadership Team (FAM-S , 3rd Grade, EVAAS).		Erica Gipson (9/2022)	02/22/2024
<i>Notes:</i>				

8/14/23	Administration and ILT Team will create a flexible walk through form that addresses academic and managerial expectations (3rd grade, EVAAS)		Smart	02/22/2024
<i>Notes:</i>				
9/14/22	The administration team will utilize District Core Learning Walk Tool to provide teachers with continuous feedback. (3rd grade, EVAAS)		Reed	06/14/2024
<i>Notes:</i> The development of this process did not occur this year.				
8/14/23	The Instructional Team will provide coaching and feedback by grade level and content. The team will implement (Strong Start, Planning Preparation and Rigor) Relay Coaching Tool and Strategies to improve teacher practice and student performance (EVAAS, 3rd grade).		Erica Gipson (9/2022)	06/14/2024
<i>Notes:</i>				
9/29/23	Administration will attend grade level PLCs, regular classroom walk-throughs, and complete district mandated observations. Administration will participate in the planning of quarterly academic and behavior celebration for students. (FAM-S 1)		Erica Gipson (9/2022)	06/14/2024
<i>Notes:</i>				
<b>Implementation:</b>		07/14/2023		
<b>Evidence</b>	7/13/2023 Data showing improved student outcomes			
<b>Experience</b>	7/13/2023 Moving resources to maximize instructional support at each grade level and division			
<b>Sustainability</b>	7/13/2023 Allocation of resources for MTSS, Title 1, and building capacity of leaders to support teachers and student outcomes			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have staff meetings scheduled the first Wednesday of the month for general business, the second Wednesday of the month for professional development, the third Wednesday of the month for vertical planning, and the last Wednesday of the month for BEST/beginning teachers meeting.	Limited Development 09/16/2022		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		At full implementation, data will be used to identify instructional needs for improvement, determine teachers weaknesses and strengths with instruction, and to plan small group instruction. All professional development will be provided for staff based on the needs of teachers to successfully implement standard based instruction. The data collected and standards will drive instructional planning. (3rd grade ELA and 8th grade math)		Erica Gipson (9/2022)	06/14/2024
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	9/16/22	School Leadership Team will meet regularly to analyze school universal data and teachers' walkthrough forms to make decisions about school improvement and professional development needs. (Goals 1, 2, 3, and 4)		Gipson, Mills, Ridge, Harmon, Smart, Presson, and	06/14/2024
		<i>Notes:</i> Teachers' feedback from surveys will be used to support decision making for professional development.			
	7/13/23	Administrative meetings once per week to discuss and analyze walkthrough data and instructional look-fors		Gipson	06/14/2024
		<i>Notes:</i>			
<i>Implementation:</i>			07/14/2023		
	<i>Evidence</i>	7/13/2023 Walkthrough data and improved student outcomes on assessments			

<b>Experience</b>	7/13/2023 Improved student outcomes based on increased levels of rigor and engagement			
<b>Sustainability</b>	7/13/2023 Consistent monitoring of practices			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>			
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Currently, Veteran teachers are supporting new and guest teachers with unpacking standards and making lesson plans. There are formal and informal observations scheduled for administrators to observe staff members. Staff members are recognized in the weekly <u>Bear Pause</u> newsletter. The MILA cares committee does random acts of kindness and celebrate staff members.	Limited Development 09/16/2022		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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<b>How it will look when fully met:</b>	The objective will be fully met when there is an effective recruitment and onboarding system in place to provide staff members with clear expectations and realistic goals of their role. Have fair and meaningful evaluations practices on a regular basis. Celebrate staff for their hardwork and dedication towards their efforts of progress with student achievement.		Erica Gipson (9/2022)	06/14/2024
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<b>Actions</b>		<b>0 of 2 (0%)</b>		
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9/16/22	Have a clear, concise, and widely communicated systems for observing and providing high leverage feedback to staff. (FAM-S 3, 3rd grade ELA and 8th grade math)		Erica Gipson	06/14/2024
	<i>Notes:</i> Monthly staff walkthroughs will be conducted using the school action walkthrough document.			
7/13/23	Each teacher will receive an instructional coach to meet with them weekly to provide feedback based on walkthroughs. (EVAAS)		Gipson	06/14/2024

Notes:

<b>Implementation:</b>		07/14/2023		
<b>Evidence</b>	7/13/2023 Walkthrough tool and schedule			
<b>Experience</b>	7/13/2023 Walkthrough data will provide real time feedback to teachers regarding instructional practices.			
<b>Sustainability</b>	7/13/2023 Walkthrough tool and schedule			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, three of the five individuals in a leadership role in the school are attending the Relay Leadership program. We are not fully staffed. Instructional leaders are currently covering classroom.	No Development 09/20/2023		
<i>How it will look when fully met:</i>		Instructional leaders in the school will attend the Relay Leadership training. This training will provide leaders with the coaching skills needed to improve instruction within the school. All vacant core teacher position will be filled. Students in grades 3-8 will have a license to use the i-Ready reading program to improve students' reading comprehension. Students in grades 6-8 will have a license to use i-Ready math to support the individual students' needs with math skills. Students in grades 5-8 will have a license to use IXL-Science to support their core instruction. Data gathered from the i-Ready and IXL platforms will be used to monitor students progression of skills.		Erica Gipson (9/2022)	06/14/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/20/23	Within the 2023-24 school year, our school identified the following resource inequity, Instruction/ Training, as a result, our school plans to mitigate this inequity by engaging in RELAY/NCILA professional development to increase leader capacity around instructional best practices. (EVAAS)		Erica Gipson (9/2022)	06/14/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date



**Initial Assessment:**

As of June 2023 success aligned to this indicator include an increase in weekly communication with parents through the Parent weekly communication sent out through ParentSquare. We are 95% parent participation using the platform for both school based and classroom based communication. It is sent out by phone and email blast through this platform. We also communicate through the school website and social media platforms. Parents received information regarding ParentSquare at the open houses, through parent nights. In addition, student services reaches out to parents through mail, email, and home visits to ensure there is two-communication between the home and school. Through social media and ParentSquare, we send home weekly information regarding events in classrooms and the school. In addition teacher use Remind and Class Dojo and Google classroom platforms to communicate with parents and they have them set up for individual classes. Communication through Canvas helps us to keep students in the loop as well. Challenges we face in meeting this goal is finding and maintaining a core group of parents on our SIT and creating an active PTA. We have a Men of MILA group that helps with carpool twice per month to support visibility of our male parents and guardians as active participants in the lives of our students. We conducted a March Madness for attendance incentive and awarded classes pizza parties for the most consistent attendance during the month, encouraging teachers to involve and invite parents to events, providing parent education events throughout the school year. Continuing to determine ways to increase parent participation and ways to track the attendance and contact information are opportunities for us next year. In addition, continuing to create ways to improve overall attendance for students with parents as partners will decrease our chronic absences.

Limited Development  
09/13/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>For this objective to be fully implemented, both teachers and administration will continue to utilize Parent Square as well as other forms of communication to ensure all staff, parents, and community members are being successfully communicated. Mountain Island Lake Academy's social media platforms will be used to post school related information to keep the community informed. The leadership team will plan school events that promotes parents/guardians involvement to ensure that they are included in the growth process of students. Weekly school updates will be provided via Parent Square and Connect Ed from the administrative team. Administration will continue to promote Parent Square to all parents and community members for easy communication. The Leadership team will utilize Parent Square to send quick parent/teacher surveys to gather data on ways to improve school in areas of need.</p>			<b>Erica Gipson (9/2022)</b>	<b>06/14/2024</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/14/22	Weekly updates will be sent out to parents regarding instructional and behavioral expectations through ParentSquare. Team Leads will send out updates to keep families informed about classroom and schoolwide activities and events. (3rd grade ELA, 8th grade math, and FAM-S 21)			Cathy Presson, Natasha Ridge	02/28/2024
	<i>Notes:</i> Assessment dates, parent involvement events, and opportunities for families to collaborate with the school. Weekly newsletters sent to families per grade level.				
9/14/22	Parents, students, and teachers will complete learning compacts that identify the goals of each stakeholder. (3rd grade ELA, 8th grade math, and EVAAS)			Brittany Smart	06/14/2024
	<i>Notes:</i> Refer to learning compacts as needed to hold all parties responsible.				
10/7/22	PTSA and SIT meetings will be held monthly to provide information and notify parents of events, to encourage volunteerism, and report on school and academic progress. (FAM-S 3)			Gipson, Smart, Reed	06/14/2024
	<i>Notes:</i>				
10/7/22	The registrar, attendance secretary will regularly update Powerschool to reflect attendance and demographic changes for families. Instructions for accessing Powerschool and Parentsquare will be provided by the registrar. (FAM-S 3)			Brittany Smart	06/14/2024
	<i>Notes:</i>				

<b>Implementation:</b>		07/14/2023		
<b>Evidence</b>	7/13/2023 Phone logs, home visit logs, student services PLC minutes.			
<b>Experience</b>	7/13/2023 Consistent communication with parents regarding upcoming events, assessments, and general information.			
<b>Sustainability</b>	7/13/2023 Ongoing communication regarding attendance through home visit and team collaboration among administration, student services, and teachers.			